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its importance as she dwells on "The Problem of Living Conditions and Their Relation to Social Conditions," "The Problem of Student Employment," "Vocational Guidance," "Self-Government Associations," "The Social Life of Students," and "Problems of Student Discipline." The reader is tempted to ask whether if the intellectual life were put first some of the problems which seem of primary importance would not become secondary or even disappear entirely. If the intellectual life were taken as the cornerstone which must be laid in such a way as to serve for the structure which education is called upon by modern life to erect, one suspects that the dean of women would not have "to compromise with and conform to the wishes and requirements of a whole group of men deans" (p. 23), nor would the situation even arise when "a fractious student may appeal from her decision to a dozen other authorities besides the president and the faculty" (p. 23) or "her decisions be more apt to be appealed from and her authority overruled than would be the case with her confrère in a women's college" (p. 23). It is such possibilities as these which evidently exist at the University of Wisconsin which suggest that those interested in defining the position of dean of women as an administrative and academic office should see to it that the dean of women should not be an autocratic officer but rather the executive officer of faculties or boards appointed to carry out general principles determined upon by them as a part of the educational policy of the institution.

Mrs. Mathews has made a genuinely important contribution both directly and indirectly to the education of young men and young women.

UNIVERSITY OF CHICAGO

MARION TALBOT

Principles of Composition. By PERCY H. BOYNTON, Associate Professor of English, the University of Chicago. Boston: Ginn & Co. Pp. xix+386. \$1.00.

Mr. Boynton has evidently consulted many textbooks on English composition before writing the one before us. The general plan of the *Principles of Composition* is wholly orthodox—material, the whole composition, the paragraph, the sentence, diction, in the first half; the forms of discourse in the second half. He has treated his material, moreover, in an orthodox way, if by that phrase we mean in conformity to widely accepted ideas. The terms he uses are customary, the explanations he offers in line with the judgment of good teachers everywhere, the employment of exercises to illustrate and enforce his precepts is regular and undisturbing to the conceptions of the most rigid instructor.

But however wide has been his consultation, it is doubtful whether anywhere Mr. Boynton has found a better textbook of its kind. For so far as in plan and scheme he has been merely orthodox, he has been wise; and so far as in method and form he has been original, he has been constantly illuminating. In the chapter on "What to Write About," for instance, he distinguishes between the *presentation* of fact and the *interpretation* of fact, and every

Freshman who has ever speculated on the universe, as every Freshman worth sending to college has, will be grateful; the distinction is a real contribution to the philosophy of "material." In the chapter on "The Whole Composition," Mr. Boynton begins by saying that "with some definite point in mind, common material can be made to seem anything but commonplace." It is no new truth, but his application of it to the problem of organization is as helpful and convincing a piece of teaching as one need care to listen to. In the chapter on "The Paragraph," his development of Professor Wendell's old theory of the summation of a good paragraph by combining the first and last sentences is very much worth while. The entire chapter on "Sentence Interest" is admirably handled.

So one might go on through the book. And as he went on he would be bound to comment on the vigor of the style. Vigor in a textbook? Vigor, in a textbook. On p. 23, concerning "lifted" quotations: "The consequence is that these borrowed sentences are as streaks of scarlet against backgrounds of dusty brown. They burst out of their context like new wine out of old bottles." On p. 143, concerning the long loose sentence: "As [the reader's] drooping attention is spurred to a further progress, he gets into the state of mind of a group of soldiers upon a forced march, who pass through town after town as the end of day approaches, hoping in vain as each new church spire looms in view that at last a halt will be made for the night." On p. 157, concerning "national" use: "He addresses the nation of which he is a member; his aim is to make himself understood; and if he really means business he will use what from the point of view of his own country-men is a common or garden variety of vocabulary and get along without rare exotics." It is a style with certain elements of unloveliness, with a certain lack of consideration for euphony perhaps, but of practically unflagging briskness; an enlivening style, good like Beecham's Pills for children or adults.

Of course any honorable reviewer must register objections. The inclusion of the analysis of metaphor and simile in the section on "Elaborating a Paragraph Topic for Interest" is mere bravado. Description, again, the present reviewer will never see eye to eye with Mr. Boynton. Mr. Boynton's delight in systematization, when he writes of description, rises into passion; and we have "types of subject-matter," including "inanimate objects at rest," with their "color, light and shade, form and dimension, sound, touch, taste, odor, the effect upon the observer, and general descriptive terms," all catalogued, with exercises for each, to say nothing of "inanimate objects in motion," "human subject-matter—external appearance at rest," and so on—twenty-seven pages of it. Not so do men describe, nor learn description, but subjectively; by psychology, not by pigeonholing, the approach must be. And finally, the Freshmen for whom Mr. Boynton writes are a trifle keener, a trifle more knowledgeable, this reviewer fears, than the average. But the objections, when one considers the value of the whole book, are trivial. No college teacher of rhetoric can afford to overlook the volume; and few but will use it somehow.